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ABSTRACT

This guide offers articles giving advice and information about pupil services. It serves to blend theory and practice in reporting on promising practices in the pupil services disciplines in Wisconsin. Material and suggestions are adaptable elsewhere, and serve to stimulate professional activity in the pupil services field. Major articles focus on counselor competencies, counseling effectiveness, pupil personnel committee meetings, cognitive development theory and promoting wellness in schools. (Author/BMW)

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GUIDELINES FOR PUPIL SERVICES

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Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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Guidelines for Pupil Services

Published three times annually by the Pupil Services Section, Division for Instructional Services, Wisconsin Department of Public Instruction. *Guidelines for Pupil Services* is intended to serve as a vehicle to:

1. Blend theory and practice in reporting on promising practices in the pupil services disciplines serving Wisconsin youth.

2. Stimulate professional activity in the pupil services field.

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COMMENT:

This issue is hereby dedicated to ROBERT C. VAN RAALTE, in appreciation for his 48 years of exemplary leadership and unending advocacy for the provision of "excellence" in education and the "best" in pupil services to Wisconsin's young people.

A Salute To The "Van Raalte Years" In Wisconsin Education

From a teaching career, which began in 1931 at the Knowledge Hill School in Waupaca County, until his March 9, 1979 retirement from education and the Department of Public Instruction, Wisconsin's educational system was privileged to have ROBERT C. VAN RAALTE working on its behalf. The positive results accruing over the years from the "Van Raalte" influence are solidly ingrained in almost five decades of this state's proud educational history. We can look to many sound accomplishments that have been realized for Wisconsin elementary and secondary education, and recognize innumerable improvements in educational services and curriculum and instruction that stand as a testimony to the effectiveness of his leadership.

Throughout Bob Van Raalte's distinguished career, which spanned a period of 48 years, the Badger state witnessed a tireless advocate for excellence in education. He earned the respect of a large cadre of professional colleagues, parents, students, and other state citizens by holding firm to the expectation that the needs and best interests of boys and girls, along with the principles of learning, be retained as the central focus for all educational planning. When new turbulences in education threatened to create a shift away from this philosophy, "Van" could be counted on to help chart a course that would best serve the pupils in our schools.

Prior to his appointment as Assistant State Superintendent for Instruction Services in 1959, Mr. Van Raalte had served as an elementary supervisor and curriculum coordinator for the Department of Public Instruction. Before joining the Department, his other experiences had included a teaching principalship at the Ogdensburg state graded school, a four-year stint of active duty with the army during World War II, and the position of county supervising teacher in Waupaca County.

In the twenty years he headed the Instructional Services Division, Mr. Van Raalte witnessed its evolution from a supervisory role to its present function of providing assistance and counseling in all areas of education and related pupil services. As a result of new federal and state legislation, the division was called upon to assume increasing responsibilities that came with the addition of an array of mandated programs. Under his direction, the division effectively "tooled up" to provide appropriate direction and assistance to meet the emerging needs related to teacher education and certification, career and manpower development, pupil services, and for a variety of special programs such as: the Right to Read Program, Indian Education and programs to meet the needs of gifted and

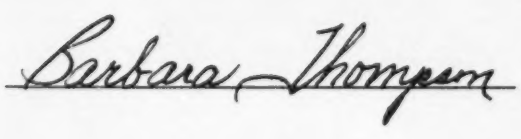
talented pupils. These represent only a few of the special programs originating during his tenure as the division head.

Under Van Raalte's leadership, vast improvements came about in the state's ability to provide assistance to local districts in improving the quality of their pupil services programs. His strong efforts and support in this area are recognized as being instrumental in the successful establishment of the pupil services team concept in the schools. In recognition of Bob Van Raalte's invaluable leadership, genuine concern for the health, education and general welfare of the state's young people, and for giving a clear direction to the improvement of pupil services in the public schools, the Wisconsin Council of Administrators of Pupil Services named him the recipient of its prestigious Outstanding Educator Award for 1979. We congratulate "Van" on the success of his fine work to improve pupil services in the state and on receiving this important award.

While the deridement of education appears to have become fashionable in these times, we think it noteworthy that Bob Van Raalte entered his retirement with the same natural optimism and enthusiasm for public education he had carried into that one room school in 1931. We find that so evident in this statement which he made as he wound up his final duties as Assistant Superintendent of the Department's Division for Instructional Services, "Wisconsin has one of the finest public school systems in the nation, which in turn is unequalled in this world for its combination of quality and quantity of education. As I leave public education after 48 years, I leave with confidence that Wisconsin and our Nation will continue to build successfully on this sound educational foundation." May we in the educational community take nourishment from "Van's" enthusiasm and positive outlook and in a renewed spirit continue with a united effort to advance the cause of education in Wisconsin.

We are very honored to join with the editorial staff of *Guidelines for Pupil Services* and the Pupil Services staff at the Department of Public Instruction in the dedication of this Spring 1979 issue to Mr. Van Raalte. Through this symbolic gesture we collectively and individually pause to salute a man of great personal integrity, and one whose educational leadership reflected a deep sense of commitment to the people of Wisconsin — their children and their schools. Those of us who were privileged to work closely with him found it to be an invigorating experience — and we learned much from him in the process.

Our special thanks and all good wishes are conveyed, by way of this column, to a good friend of education and our esteemed colleague, Robert C. Van Raalte.



Barbara Thompson
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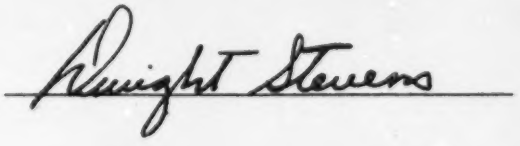

Dwight Stevens
Deputy State Superintendent

Counselor Competencies: A Time to Change

Philip A. Perrone

In August 1977, American Personnel and Guidance Association (APGA) President Norman Gysbers met with U.S. Office of Education staff to develop a comprehensive assessment of the status of counseling and guidance as called for in Title III-D, Public Law 94-482 (The Education Amendments of 1976). There were to be three phases to this undertaking: (a) developing 18 issue papers dealing with various topics pertinent to the field, (b) conducting ten regional conferences permitting professionals at all levels an opportunity to react to the 18 papers as well as provide additional comment resulting in ten regional reports, and (c) conducting a national conference with representation of all ten regions wherein additional positions would be presented. All these activities resulted in a comprehensive report written by Dr. Ed Herr published through APGA in Spring 1979.

The remarks in this paper are a result of having read and critiqued the 18 issue papers and having co-chaired and co-authored the North Central (USOE Region V) regional report with Dr. William Erpenbach of the Wisconsin Department of Public Instruction. The major portion of this paper was given at the National Conference in Baltimore, Maryland in September 1979.

The Impact of Changing Values

Much of what was written in the 18 issue papers (APGA, 1978) and the regional reports seemed to underscore the conflict between traditional and emergent societal values. In all these activities it became apparent that school counselors want and need to be identified as educators with a strong psychological foundation but not as psychologists.

Contemporary values are described as either traditional or emerging which in the United States would be represented as listed below:

Traditional	*Emerging*
achievement	self-realization/ actualization
self-control	self-expression
independence	interdependence
full-employment	full lives

It can be suggested that the so-called "emerging" values in fact rise out of the traditional values once these traditional values have been securely established. The obvious difficulty is creating a climate for changing toward the so-called emergent values. These two value orientations can be seen as leading to two forms of decision-making:

Under Traditional Values:	*Under Emerging Values*
• Decisions are guided by a single, long term goal.	• Decisions are guided by multiple-short range goals with goals adapated to contingencies.
• Behavior is adjusted to achieving this goal.	
• There is an assumption of social stability with historically established roles.	• There is an assumption of change and emerging sex, work and leisure roles.

Emergent values should predominate because of the following factors.

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- *Population distribution:* Old persons, young females and diverse cultural groups are exercising political and economic power to the extent that 30-60 year-old white males no longer can dictate adhering to the traditional value system.
- *Finite resources:* We are tied to one another throughout the world because of finite resources and the need to conserve which in turn fosters interdependence and cooperation.
- *Human psycho-social evolution:* American society has done its job well. Educated populations want work and leisure to allow for self-expression and full lives. People need not work to survive now that survival is taken for granted.

From Themes to Competencies to Action

Keeping these values in mind there are some general themes in the issue papers and regional reports worthy of attention. These themes are noted and described in terms of needed counselor attitudinal and job competencies together with suggested next steps for school counselors.

The critical questions and themes regarding school counseling include:

1. Should counselors provide a systematic program centered on personality development and career development or should counselors continue trying to make themselves available on an individual student need basis? Essentially this question focuses on whether the guidance program or the counseling relationship will be the counselor's primary source of identity.
2. Can counselors become responsible for the organization and administration of guidance services in a manner similar to other departments in the school or will the responsibility remain with the school administration?
3. Can elementary school counselors articulate and effectively implement a guidance program focusing on the developmental needs of all pupils?
4. Can secondary school counselors actively participate in curriculum planning and in turn share with other faculty members the responsibility for student advising and student assessment?
5. Can information systems and computer technology be readily incorporated into school guidance programs?
6. What are the prevailing attitudes of counselors toward confidentiality, ethical standards, licensing, accreditation and program standards?
7. Can state department personnel and counselor education faculty systematically and economically provide school counselors renewal opportunities and will school systems provide counselors the time to take advantage of renewal opportunities?
8. How can counselors be better prepared to meet the guidance needs of various cultural groups?
9. How can counselors be effective in the roles of consultant and change agent?
10. How can counselors incorporate a futuristic orientation in their work?
11. How can pupil personnel workers be welded into an effective unit?
12. Can counselor educators and supervisors provide programs which better prepare school counselors to engage in a newly emerging role?
13. How can the U.S. Office of Education be best structured so the needs of the counseling profession are understood and needed resources made available?

A review of the ten regional reports seems to suggest four major themes for counselors:

1. Develop within the context of established and emerging school curricula a flexible yet discernable guidance program based on students' needs. There is a need for a defined guidance curriculum.
2. Better utilize individual (humanistic, developmental and remedial) needs assessment strategies in program development (e.g., career guidance) in order to achieve a proactive and effective guidance program.
3. Develop organization, administration, implementation and communication skills and strategies within the school and community, state and nation.
4. Engage in personal renewal (e.g., values clarification, stress, and elimination of discriminatory attitudes and behaviors) and professional renewal or education (e.g.,

becoming more knowledgeable regarding substance abuse, legislation, multi-cultural values and computerized information systems). Renewal is of particular concern and most difficult for the isolated counselor.

All these themes seem to imply a role for counselors as proactive educator in place of the reactive counseling model more commonly employed today.

Counselor Competencies

In a 1965 conference on Vocational Aspects of Counselor Education, Hoyt (1965) suggested separating attitudinal and job related competencies. The attitudes which Hoyt outlined remain valid today and include the following: a belief in self-responsibility, an assumption the individual has some control over his/her destiny and thus needs to plan for the future, a belief in individual worth, and continued self-improvement.

The job related competencies of school counselors which follow are broadly conceived with particular competency skills not detailed. The five competencies are representative but not necessarily inclusive of the skills needed to plan and implement a guidance program.

Competencies Related to Job Activities

Utilizing and continually modifying a general perspective regarding the world society and American cultures. Counselors will need to focus and re-focus on the big picture and maintain a good gestalt of the world as it is, as it has been and as it's becoming while recognizing the interrelationships of evolving American cultures within the evolving world society.

Counselors will need to understand human needs and motivations, recognizing how society serves to thwart or satisfy physiological and psychological needs. Counselors will need to be skilled in helping maintain supportive environments and initiating change in non-supportive environments.

These two competencies are essential for facilitating individual growth and development because well fed, physically secure individuals, living in a stimulating and reassuring environment are more likely to believe in self-responsibility and self-worth. The people are more likely to assume control over their own destiny. In turn such persons are more likely to create a life of continual growth and development for themselves and others. Thwarting of human needs on a national, regional, local or familial level will likely lead to serious aberrations in human growth. Counselor involvement in providing psychological education through the curriculum speaks to one aspect of facilitating human growth and development.

Counselors must communicate information (social, educational and vocational) in its current and future context. Teachers, students and parents will need assistance in better understanding and utilizing internal (self) information as well. Employing information systems in educational and vocational planning and decision-making is both a traditional and fundamental aspect of counselor role. Consultation with teachers, students and parents regarding educational programming and sequencing based on more sophisticated knowledge of human learning and development is possible. The possibility of matching instructional style with learning style; integrating into guidance practices the results of split-brain research (hemispheric functioning) and utilizing biofeedback systems to help students and teachers better understand and monitor their reactions to stress are all possible.

Counselors can help students and faculty broaden their perspective regarding future life styles. Counselors are faced with the difficult task of helping students recognize and prepare for emerging life styles. A natural link with the social science curriculum, which is already addressing values and is paying some heed to futuristics, seems possible.

Counselors must apply management principles. In order to function and deliver on the first four competencies, counselors must systematically organize their time as time remains the counselor's primary resource. Counseling is primarily a "doing" profession. Counseling, consulting and teaching all require personal time and energy. A counselor must set priorities based on student needs, personal competencies and available resources.

Counselors must act upon the belief that they have control over their destiny and therefore they must plan ahead if they are going to create an environment in which they will continue to grow and produce a growth environment for others.

Where Can Counselors Begin?

Several months ago, I spent the weekend with the guidance staff in a suburban, two-campus high school district helping counselors conduct a job analysis as the first step in revitalizing the local guidance program. It was estimated by the staff that they had a total of 14,000 plus work hours available during the school year. In assessing how time was being utilized they discovered that 6,600 hours were devoted to scheduling; 2,000 hours to test administration and interpretation; 2,000 hours to post-high school planning with students; 1,400 hours to paper work, hall duty, and retrieval of student records; 1,000 hours to staff meetings and in-service programs; 900 hours to teacher and parent consultation and 500 hours to group guidance. Keeping in mind that each counselor estimated about 1,400 hours as his/her normal work year, simple addition will show that the 14,000 available hours are exhausted and referrals and drop-ins had not been included.

In reviewing the manner of counseling and guidance program delivery, staff found:

1. They did not utilize group procedures to deliver standardized informational inputs to students.
2. They frequently scheduled 30 minute interviews for five minute activities because it was easier to take a student out of class for a whole mod even though the counselor ended up being a baby sitter for 25 minutes.
3. There was no integration of testing, scheduling and post-high school planning activities. In fact, instead of career guidance they had a haphazard set of unrelated or disjointed activities.
4. They did not delegate appropriate responsibilities to clerical staff nor properly utilize the school's computer system.
5. There was no referral system within the school nor with existing community agencies.
6. There was no feedback system to teachers and administrators who referred students.
7. They did not conduct follow up studies nor systematically evaluate their program.

Unfortunately the list of program shortcomings could go on. Fortunately the administration and community wanted an effective program rather than opting to throw it out. The major point is that the guidance staff did not develop a program — rather the guidance activities were added and emphasized at random or under duress and the "program" looked like a creation of Dr. Frankenstein. The school counselors were totally reactive — not to individual student needs — but to system imposed activities. Counselors responded to everything and everybody and found themselves satisfying no one. From a variety of viewpoints and inputs it seems counselors must put their program together in a thoughtful and purposeful manner or find themselves on a path to self-destruction.

Counselors Can Make a Difference

The fundamental change needed in the guidance field is for counselors to develop and implement a planned program, setting priorities and behaving accordingly. An effective guidance program would have as its highest priority positively influencing students' feelings of self-worth and helping students establish meaningful and purposeful directions in life. Valuing oneself and having goals should result in reduced violence, reduced substance abuse and contribute to improved interpersonal relationships. As times and circumstances change, individuals can either do battle with emerging values as they try to hold the line or they can take advantage of the changes to improve their quality of life.

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Counseling Effectiveness: How Good Are We Really?

Roger F. Aubrey

[Editor's Note]. This article was originally prepared for the Wisconsin Department of Public Instruction and presented in May of 1978 over the State's Educational Telephone Network. Aubrey offers some hard-hitting messages with clear implications for the survival of counseling services and *counselors. In the provocative and devil's advocate style reminiscent of John Rothney, Aubrey makes us think about some issues we may have been putting off for some time. But alas, he provides an evaluative framework within which most if not all of us could—or should—operate. Using his suggestions, or derivations of what he proposes, may not only render us better counseling professionals, but also strengthen the image of counseling as an integral and essential part of pupil services. Moreover, what he says can be adopted to one degree or another by other pupil services practitioners as well.*

Counseling Effectiveness Defined

Counseling effectiveness is the ability of the counselor (s) to successfully establish and implement worthy counseling and guidance objectives.

Key Terms:

1. *Objectives:* must be *clearly* stated and attainable outcomes that connotate to lay people and fellow professionals alike our goals and purposes for the audiences we serve. These objectives should be phrased in *behavioral/performance terms* and not in global or esoteric language. For example, using terms such as "self-actualization" or "authenticity" may be fine for conversation with colleagues. However, for the general public and school people, it may be best to say, "a more positive attitude toward peers and school," or an "improvement in relationships with peers and adults." Obviously, even these terms fail to describe just how a person will behave and act before and after a counseling intervention. However, what they do is to reduce the discrepancy between the private language of professionals and the general spoken vocabulary of our publics.
2. *Worthy:* We serve many audiences and perform multiple functions and tasks. Many of these are either non-related or peripherally related to guidance and counseling outcomes. It seems essential that counselors get their house in order by creating a rank order of guidance and counseling priorities. This listing of priorities needs a good dose of reality in its construction, as well as a sense of the political arena in which it may be tested. For example, a worthy outcome may well be the creation or expansion of a career development program for all students. However, if that priority is ranked well below a higher objective of an increase of one-third time per counselor for individual counseling, and that objective is utterly unattainable, then the career development program may also be seen as pie in the sky.

   Worthy counseling and guidance objectives are characterized by how much their attainment contributes to the personal development of students. This is in distinction to many educational goals characterized by the *cognitive/academic* development of students. Obviously, these objectives are not mutually exclusive and

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frequently blend together. However, in determining worthy guidance and counseling objectives, we should be on the alert for *infringements on our time* that simply have no relation to the personal development of students.

3. *Establish:* Before we can implement guidance and counseling objectives, they must be established. Put another way, our first major consideration is to develop and create worthy guidance and counseling goals. However, so long as these goals are just our own and not accepted or legitimated by a wider constituency, they will run into difficulty and not be supported in times of stress. For example, suppose you wish to begin a series of groups focusing on young women's concerns and this is seen by you as a high priority. The only way you can find time to implement this program is to take time away from appointments related to student schedules. Put to a vote, your fellow teachers and school administrators, while perhaps agreeing that the women's groups would be a fine idea, will come down hard on the necessity for continuing the status quo of scheduling. Perhaps what was needed here for this new objective to reach fruition was, (a) not initially juxtaposing both activities in a competitive sense, and, (b) anticipating the reaction of teachers and administrators by presenting a plan whereby both activities could be accomplished.

   Establishing worthy guidance and counseling objectives is hard work. It requires a sustained dialogue with a number of audiences. Frequently, we begin with those in control of how we use our time and resources (school administration). This may often prove our downfall. Instead, we may wish to begin with the audiences who will be the recipients of our goals; namely, students, their parents, teachers, and on occasion, the larger community outside the school. In this manner we can create support groups and overcome anticipated opposition from those with the power, by countering this power with influence of our own.

4. *Counseling and Guidance:* It may seem trite and obvious, but in recent years we have oversold counseling and undersold guidance. In so doing, we have used counseling to establish ourselves in schools as a service dispensable to those who need us. However, by not having clearly defined *programs of guidance*, we put ourselves on the market and made ourselves readily accessible to all. In so doing, we forgot that the structure of schools historically has followed that of industrial complexes at the turn of the twentieth century. With few other models to choose from, as schools increased in size and complexity, they began resembling the factories around them. Schools then, and now, are geared to mass production, rigid time schedules, measured and predetermined units of accomplishment, competitiveness, uniformity of materials, carefully prescribed assignments, a paternalistic environment, and so on.

   In time some schools, especially suburban, have changed the factory model somewhat by adopting the corporation model. However, my point is simply that schools are rather fixed, rigid, predictable and historical institutions. As the number of counselors has dramatically increased since the late 1950's, more and more have been swallowed up by schools to aid in perpetuating what schools have always done. In large part, this has occurred because *counselors entered schools in the late 50's and 60's with no clearly defined goals and objectives that could fit into the existing structure of education in a programmed fashion.* Instead, counselors viewed themselves, and were viewed by others, as individuals with counseling and interpersonal skills, best dispensed in a one-to-one relationship. What might have taken aback school people at that time would have been a request from counselors for periods in the day, included in the master schedule, for programs of guidance and counseling aimed at large numbers of students. Counselors would then have been viewed as *kindred souls requiring discrete time slots on an equal par with other disciplines* to accomplish their objectives. However, programs of guidance and counseling are not simply classroom, large,

or small group activities, although they certainly could be these. Programs, in a nutshell, are predetermined, planned, systematic and well-designed sequences of experiences leading to the attainment of specific outcomes. They stand *in contradistinction to a service approach by viewing guidance and counseling as complementary, and not supplementary, to the on-going process of education.* As such, programs must view school time in relation to the accomplishment of guidance and counseling outcomes as being flexible, controllable, and modifiable, just as do regular academic disciplines.

5. *Ability:* The final key term in my definition of counseling effectiveness is that of the *ability of the counselor.* At one point in time, the ability of the counselor was primarily viewed as that of the possession of counseling and interpersonal skills. I suspect this view is still held by some counselors, and even more so, by those in the business of training and preparing counselors. Nonetheless, those working in schools are quite aware that while highly developed counseling skills are absolutely necessary for effective counseling, they are insufficient in isolation from other competencies. Therefore, the ability or competency of a counselor is really pluralistic and includes one-to-one counseling. However, if this is not matched with other equally necessary skills, our objectives will become diluted and unmet. Some of these additional abilities include group counseling, consulting, testing, diagnosis, large group skills or teaching, writing, curriculum development and appraisal (especially for programs of career education, affective and psychological education), referral and placement, organizational and managerial ability, coordination, research and evaluation. Now, while this list of skills is long and extensive, *I am not suggesting all counselors be super-counselors.* I am suggesting that when we fail at attempts to accomplish worthy counseling and guidance goals, we look at our abilities and what weaknesses or deficiencies we may need to strengthen. This may mean that while we would like a workshop on TA, family therapy or career development, what we really need is a workshop on updating our organizational, managerial, consulting, or evaluation competencies. We may therefore have to give up our short-term satisfactions in order to improve or acquire abilities that will allow us to attain our ultimate guidance and counseling objectives.

Evaluation: Making Counseling Work

I apologize for taking so long with my initial definition of counseling effectiveness. I felt it necessary to fully cover this definition before proceeding with *evaluation strategies.* I would now like to cover this area and begin by saying that *evaluation strategies for me are the means and procedure whereby we monitor and determine if guidance and counseling objectives are being or have been achieved.* Put another way, the purpose of evaluation strategies is to assist in determining those activities that are most effective in reaching guidance and counseling goals.

Evaluation stands in contrast to research. Even though there may be some overlap, research is primarily concerned with describing relationships of cause and effect between and among variables. Harmon Burck has characterized research as "being more theory oriented and discipline bound, exerting greater control over the activity, more sophisticated in complexity and exactness of design, involving less judgment of the researcher, and more concerned with explanation and prediction of phenomena." This is taken from an excellent new book by Leo Goldman (1978). I highly recommend this book to all concerned with counseling evaluation.

Although research may claim more rigor, preciseness, predictability, control and advancement of knowledge, evaluation also has advantages. First and foremost, evaluation is done at the actual site of intervention and not in a laboratory. As a consequence, the results of evaluation typically have pragmatic and immediate application. In addition, *evaluation strategies are aimed at making counseling interventions work.* In other words, we are not solely or primarily concerned in evaluation with the purity of our design or discovering causal relationships. In evaluation, we follow as much as possible a step-by-step assessment in order that we can correct or modify steps that are not contributing to our desired outcomes. We are not concerned with

tampering with key variables, making modifications at any point in time, changing our methodologies or deliberately involving our intended audience in what we are about. Our goal is to reach our stated objectives and evaluation is seen as one means of attaining this end.

Biases: Some Straight Forward Thoughts

In looking at evaluation strategies in relation to counseling effectiveness, I have a few biases I would like to share with you so you will understand my position as we proceed.

1. We in counseling have spent an inordinate amount of time on methods, techniques and processes to the *neglect of the products, goals and outcomes* of guidance and counseling efforts. Even though this undue emphasis on process may have been helpful in improving guidance and counseling practices, *it has not led to the validation or confirmation of what we are doing.* Therefore, we need to speak more of *why* we are engaged in the activities we are doing and *what we expect* as outcomes, and less on the actual process elements of these activities.
2. Counselors in schools affect pupil behavior both directly and indirectly. You may *directly and personally* bring about development in students by such activities as individual and group counseling, classroom guidance projects and curricular work. You may also *indirectly* bring about change in students by other activities such as consultation with teachers, parents and administrators. My bias in this context is that of emphasizing and stressing most heavily your *direct contributions* to student development. *The more you engage in activities aimed at the indirect influencing of students, the less you will be viewed as integral and important to schools.*
3. Beware of efforts to evaluate guidance and counseling in total isolation from all else in your school. *Any teacher, administrator,* subject or department evaluated in isolation is in for a rough time. We need to link our goals and objectives to the stated and existing overall educational outcomes (citizenship, character development, decision-making, problem solving) and attempt to piggy-back evaluations of our personal or departmental goals with those of others in the school. For example, all high schools have a ten-year assessment process. This is an excellent time to trot out our best efforts and have our staff/department seen as one important, vital link in the total school structure. We should not fall into the trap of having our goals and objectives so exclusive and idosyncratic that others in the school do not share some ownership with us.
4. Viewing guidance and counseling as an integral part of the total school structure is enhanced if we adopt an *ecological/environmental perspective.* My bias here is that we function as pieces of a greater whole, namely, the total school environment. Our interventions on behalf of students are part of a larger gestalt or configuration directed at achieving child or adolescent development in intellectual, ethical, social, physical and emotional growth. As such, it behooves us to be knowledgeable of this environment for growth for at least three reasons:

   4.1 by viewing the school ecologically, we will assume a broad, comprehensive and generalist position. Few, if any, besides counselors take this posture. Yet, it seems critical that someone within the school setting attempt an environmental assessment of the impact the total setting is having on the inhabitants of this setting. Diagnostically, this perspective will enhance the counselor's role and reveal critical information for school-wide decisions.

   4.2 an ecological/environmental perspective sharpens guidance and counseling objectives and forces counselors to view their various interventions in terms of all students, and not just a few. Although we may count successful individual cases as the highpoints of our work, *unless counselors can demonstrate some significant influence on the lives of all students,* we will have increasingly difficult times ahead in convincing the public for the need of our skills.

   4.3 a periodic ecological assessment of the school environment may reveal unmet needs on the part of students and others, and general new and important guidance and counseling objectives. It may also reveal to our critics and public the need for our presence in schools.

Needs Assessments: The Counselor's Friend

In terms of specific strategies for determining counseling effectiveness, I suggest counselors in all schools conduct yearly needs assessment studies to both evaluate current effectiveness and to

ascertain new and unmet needs which in time might become new guidance and counseling goals.

A needs assessment in this sense is a method of gathering and compiling hard and soft data underlying the stated objectives of the guidance and counseling programs of a given school.

A needs assessment assumes your guidance and counseling goals are written and available for review. It begins by looking at broad and general categories, such as preparation for future economic and social demands, and then narrows these broad goals by breaking them down into smaller parts with greater specificity, such as students being aware of the D.O.T. or developing assertiveness skills or learning to deal with increased independence. The counselor's task in this instance is to determine what categories or subcategories are most worthy of his/her time, energy, program development and evaluation.

A needs assessment is not a simple matter of just asking our publics what they wish us to do with our time and skills. In fact, *this type of needs assessment assumes counselors really have no priorities or objectives,* and in effect, says nonprofessionals can dictate our work better than we can.

I would quickly add that our constituencies should be involved in any needs assessment but it should be coordinated by the counselor(s) in a given school.

Developmental and Remedial Varieties

There are at least two types or varieties of needs assessment. One is developmental in nature and the other remedial.

A developmental needs assessment generates categories and priorities by looking at a number of sources to determine the present and future needs of students. For example, the behavioral sciences, especially developmental and social psychology, have revealed a number of age/stage related tasks. Among these are the need for trust, security, feelings of competency, affiliation with others, a sense of identity, and so on. Behavioral scientists have also discovered that each successive stage of development requires individuals to acquire certain skills and to successfully deal with stage-related tasks. These then are "needs" even though they may be unknown to those we counsel.

Other sources of needs emanate from broad social, economic and political events in our country and the world. For example, the changing economic picture in this country has propelled career education into a prominent role. Also, during the past decade we have seen drastic changes in chemical dependence, forcing many counselors to recognize drug and alcohol prevention and counseling as a need.

A developmental needs assessment also surveys "needs" generated by the school itself, such as achievement and citizenship. Finally, "needs" may come from sources our own profession of guidance and counseling has deemed worthy, such as a healthy self-concept, relief from pain and suffering, and so on.

A development needs assessment should smoke out the priorities held by you as a counselor and by the constituencies you work with and for. It should reveal not only what are viewed as essential student needs, but also, once these are established, what programs and procedures are in place to meet these needs.

In so doing, *counselors should welcome lists of high priority needs not now being met* for it will give them ammunition to use in either securing more resources or in releasing them from low priority work.

A remedial needs assessment is an assessment aimed at identifying possible preexisting problems or needs of students. It is an essential type of evaluation for it allows us to analyze the basic composition of a given school or district through a look at critical demographic factors. In turn, these demographic factors give us a perspective of the student body in that school or district and some idea of what resources will need to be employed to meet their needs.

A remedial needs assessment *begins with the identification of a number of key school indicators.* These school indicators are those factors you feel are most critical in predicting both school problems and/or the allocation of counselors and other school personnel. They might include some of the following:

- Total number of pupils in a school.
- Student turnover rate per year by number and percent.
- Number and percent of children from single-family homes.
- Number and percent of special education students.

- Number and percent of non-English speaking students.
- Number and percent of pupils achieving below grade level.
- Number and percent of pupils receiving aid to dependent children.
- Number and percent of minority pupils.
- Total number and percent of previous year's referrals to pupil personnel specialists or outside agencies.

Obviously, this list is not exhaustive and only gives some idea of what key school indicators might be used. Singularly these key school indicators might be of limited help. However, if you gather data on the numbers and percent of pupils in a number of critical areas, it often presents a configuration that is most helpful in anticipating the use and deployment of resources, especially those linked to counseling and pupil services. In addition, this type of data is *forceful and powerful* in dealing with our publics and in *defending our presence in schools* and the need for additional counselors and PPS specialists.

To this point, I have suggested that counseling effectiveness is inextricably tied together with clear and meritorious guidance and counseling goals. In turn, these goals must be periodically checked and evaluated by a needs assessment or similar survey. By this means we validate our work, frequently arrive at new goals, and occasionally discard or modify old objectives.

Collecting data to validate counseling effectiveness needs careful thought; many counselors each year are involved in data collection related to drop-out studies, number of high school graduates continuing education or going to two and/or four year colleges, schoolwide achievement testing, and so on. The data, when analyzed, are then distributed with a tacit understanding that guidance and counseling has somehow influenced the factors under study.

Unfortunately, studies of drop-outs, graduates going on to further education, and the like, do not accurately reflect the work of many counselors. Obviously, counselors are invested in these areas and frequently influence the positive behavior of students in relation to these studies. The problem with using these data, however, is the fact that teachers have as great or greater influence on these behaviors as do counselors. It is therefore impossible to sort out how the impact of a given counselor in relation to something like achievement test results varies from that of the many teachers working with the student each day.

Behavioral Contracting: A Measure of Effectiveness

Accountability models have brought with them helpful means for counselors to use in some instances with both individuals and groups. One of these is a *behavioral contract,* whereby the goals of counseling and guidance are set up in a predetermined manner between counselor and student and stated explicitly in behavioral terms.

The *advantage of behavioral contracts* is the placing of *responsibility for outcomes solely on the student* and allowing for *observable phenomena* to validate the results. It has a disadvantage if the counselor is engaged in long-term work (decision-making beyond high school) or if the intended outcomes are difficult to state in behavioral terms (increase self-concept).

Behavioral contracting is one example of a simple, manageable, and easy to administer evaluation of counseling effectiveness. It accounts for behaviors and the impact of change at the beginning and end of counseling intervention.

For most counselors the evaluation of counseling effectiveness must be simple. Few have the availability of computers, funds for complex testing, experts in statistics and research design, or assistants to aid you in gathering data.

What We Need to Do the Job

In the long run, counseling effectiveness can be reported in simple terms of percentages, numbers who were aided by your interventions, anecdotal testimonials and impressions, increases or decreases in referrals, and the like. What seems needed as I reflect on this problem is:

1. Clear, crisp, precise guidance and counseling goals.
2. A breakdown of these broad goals into sub-objectives that are understandable to all and framed in terms of a time scheme and what activities counselors will be engaged in to achieve these sub-objectives (program development occurs here).
3. Identification of means and instruments to assess where the students were when we began our sub-objective interventions and

where they are/were when we completed these interventions.

4. Procedures to inform our publics of our work and its results.

Reference

Goldman, L. *Research methods for counselors: Practical approaches in field settings.* New York: John Wiley, 1978.

Memorial Resolution for Annabelle E. Wolf

Upon the death of Annabelle Wolf on August 15, 1978 the students and faculty of the University of Wisconsin-Madison lost an extraordinary friend and counselor. Miss Wolf served as Assistant Dean in the College of Letters and Science from 1966 to 1978. Prior to her coming to Madison, she was a teacher and counselor in the Appleton school system.

Those years of teaching and advising were marked by an intense devotion to students. In her office students found compassion, encouragement, inspiration, and information. She was a major factor in humanizing the University for hundreds of students, and students continue to feel the loss of her friendship and counsel, her advice and support.

In addition to her role as an outstanding adviser to students, she was also a faithful colleague and loyal friend. She always did more than she was asked and cheerfully assumed responsibility for any task, consistently demonstrating a high level of professional competence. Because of her intimate knowledge of Wisconsin high schools and their counselors, she was an invaluable liaison between the high schools of the state and the University. She was particularly good with entering students who knew immediately that they had found a friend.

She was a strong advocate of higher education, especially in the liberal arts, and her standards and encouragement assisted many students to complete their education.

Miss Wolf earned the Bachelor of Arts degree at Lawrence University (1939) and the Master's degree (Education) at the University of Colorado (1951). She did further graduate work at three other universities while continuing her professional career at Appleton High School, Appleton, Wisconsin. At Appleton High School she taught English for thirteen years (1939-52), was Dean of Girls for the next thirteen years (1952-65), and was Director of Counseling Services for two years (1965-66 and 1967-68).

On a leave of absence from Appleton High School (1966-67) she served as Assistant Dean, College of Letters and Science, University of Wisconsin-Madison. She returned to Appleton for a year, but she had done so very well at the University that she was invited to return on a permanent basis. She did return in the fall of 1968 and continued in the position of Assistant Dean until her untimely death. Really a counselor-dean, she spent most of her time in conference

with individual students, advising about academic work and career plans, counseling about personal matters, and making decisions about possible exceptions to College rules. She worked on many important committees and administrative responsibilities.

She received many honors, including membership in Phi Beta Kappa, Phi Sigma Iota, and Kappa Delta Pi. She is known throughout the State of Wisconsin because of her leadership roles in professional personnel and guidance associations. She was president of the Appleton Altrusa Club and president of the Wisconsin Personnel and Guidance Association.

In the last months of her life she faced her oncoming death with courage and enormous common sense while at the same time cherishing life and optimistically cooperating with her doctors in their efforts to prolong her life.

Annabelle Wolf showed us how to live, how to work and how to die.

She was laid to rest in the Black Creek Evangelical Cemetery, Black Creek, Wisconsin. She is sorely missed by her friends, her colleagues, and her students.

MEMORIAL COMMITTEE: Keith N. Schoville, Grace D. Shaw, Barbara P. Wiley, and F. Chandler Young (November 1, 1978).

Pupil Personnel Committee (PPC) Meetings in Our Schools

Jeffrey Zdrale

The Pupil Personnel Services (PPS) operation has been decentralized in the Neenah, Wisconsin school system. The primary vehicle for this process is the PPC or Pupil Personnel Committee Meeting. These sessions bring together all the PPS specialists serving a particular building for the purpose of reviewing and acting upon any identified student concern. Counselors, nurses, social workers, psychologists, speech therapists, special education teachers, reading specialists and classroom teachers work cooperatively under the leadership of the building principal. The team approach in PPS, one marked by a high degree of staff communication, cooperation, coordination and cohesiveness, has been enhanced substantially through this PPC process.

In an effort to improve the organization and delivery of Pupil Personnel Services (PPS) in the Neenah, Wisconsin Joint School District Pupil Personnel Committee (PPC) meetings were initiated three years ago. This effort to provide a cadre of pupil services specialists in every building has done more to publicize, legitimize and harmonize Pupil Personnel Services in the district than anything done to date. When the PPS Department was formed in August 1976, the assumption was made that a team-like staff is marked by a high degree of cooperation, coordination, communication and cohesiveness in their work. The PPS professional staff in the Neenah school system consists of four psychologists, two social workers, fourteen counselors, one dental hygienist, four nurses, seven speech therapists, twenty-six special education teachers and fifteen aides. The desire to decentralize several specialties within this group was one motivation for the PPC plan. It was felt that a better teaming effort could be promoted with smaller groups in the schools, each representing the full range of PPS services.

Operationalizing the PPC

The main purpose of the PPC is to bring together all of the pupil services specialists serving a school in a regular forum to discuss and review special student needs or concerns. These concerns are expressed by teachers, counselors, principals or parents. No concern is discounted. They may be academic, interpersonal, emotional, or physical. It is recognized that the PPCs do not have the right to screen or limit exceptional educational need (EEN) referrals in the formal sense. But it is expected that all potential referrals be discussed at the building's PPC meeting before being sent to the Pupil Personnel Services office for formal action. This is also the case for non-EEN referrals. A non-EEN referral is defined locally as any student problem appearing to hinder or impede learning whereby the student is in need of a specific service beyond that which would be available on a day-to-day basis at the building level. Such services can include individual testing, student and family consultation, counselor or community/agency involvement.

The main feature of the PPC is that concerns of all types are listened to and reviewed by all staff members in the school who could possibly make a difference. The principal has all his or her personnel resources on hand at the same time. Each specialist hears what everyone else hears. It is a more efficient and comprehensive communication network than the previous reliance on more informal one-to-one contacts.

The PPC meetings are held every two weeks in the elementary and junior high schools and weekly at the senior high school level. A complete

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schedule is prepared each fall and circulated throughout the school district and community. Most meetings are held in the morning while teachers are preparing for the school day. Others are scheduled for one or two o'clock in the afternoon. Principals usually arrange their PPC meetings to maximize the opportunities by classroom teachers.

The Principal—PPC Meeting Leader

The PPC meeting is conducted by the building principal. It was clear from the beginning of the PPC aproach that without the principal's support and presence at these sessions, the meeting would not succeed. The whole process is given legitimacy in the eyes of the teaching staff by the principal's attendance. The principal runs the meeting and is asked to avoid outside interruptions or meeting conflicts so that he or she can be present with the PPC the entire time.

A core group of specialists always attends. They are the school counselors, social workers and psychologists. The nurses, special education teachers and speech therapists attend if their expertise will be needed or if they have information to share with the other participants. This year, supportive reading teachers have been assigned to every elementary school and they also have become contributing PPC members. The classroom teacher is the most important PPC meeting participant. Usually, principals can arrange to "free up" teachers to come and discuss a student concern or to update the group on any progress that has been made with a particular student. Agency personnel are informed of the meeting schedules and also attend when appropriate. Although not many have done so, parents are also welcome.

An informal PPC meeting agenda is prepared in most buildings. The principal gathers names and concerns that arise through the week or the two-week period. The school psychologist will call ahead and check on students to be discussed. He or she will then check the central office PPS file to see if any previous work has been done with students whose special needs will be discussed by the PPC. If so, these records are brought to the meeting and reviewed by the entire group before any further action is taken. The principal serves as the monitor of the meetings and usually takes informal notes. Updates on staff members' progress with cases are requested by the principals when appropriate. Everyone's time is valuable and the principals recognize the need to keep on task and to maintain a steady pace of discussion.

The PPC—Progress and Development

Each school has developed its own way of conducting the PPC meeting, but the process is basically the same for all. The PPC has come to be the most visible and legitimate pupil services mechanism in our district. Next to the principal, it is the first resource a teacher will consider when a student concern arises. The Kindergarten teacher observes in December that Katherine has not made the social adjustment the other students have made. The gym instructor realizes that Tom is continually avoided and left out of group activities. Reading scores for Patty fall well below those which were anticipated for her last year. These and many similar concerns can be brought directly to the PPC and discussed openly with the entire group.

Every month more uses of the PPC come to light. For example, consideration is being given to having all possible concerns resulting from the annual (April) Kindergarten screening discussed and worked on by each school's PPC. Also, the Department of Social Services, the Winnebago Mental Health Clinic and several private agencies regularly send personnel to the PPCs to request information or to update staff on students of mutual concern. This method is preferred over the former process in which agency workers would contact individual teachers independently for staffing and information on students.

There are other signs of the PPC's substantial legitimacy in our district. The manner in which principals guide the PPCs has become an area for supervision and evaluation for them by the Directors of Elementary and Secondary Education. These curricular directors have recognized the importance of the PPC process and also recognize the need for competent PPC leadership.

The regular in-school consultative visits by the school social workers, psychologists, nurses, and speech therapists have all now been built around the PPC meeting. This is time, however, spent in the schools over and above PPC time. These specialists are always there if they are needed for the PPC. If they are not needed in the PPC, they work with students, teachers or do their own paperwork.

Outcomes of PPC Implementation

Several positive effects have been experienced in the school system as a result of the PPC meetings. All information regarding students receiving any special support is channeled through the PPC and thereby promptly reaches the appropriate persons. Assessments, updates, M-team reports from school personnel and information from community agency personnel are discussed first at the PPC.

It appears that classroom teachers have become less threatened and deferent to pupil personnel workers, particularly the school psychologists, as a result of the PPC approach. Teachers can see that their input is very important in the PPC process. Follow-up work by PPS staff in the classroom cannot succeed unless the teacher is fully in support of the recommended services. Before the PPC meetings began there had also seemed to be an element of mistrust between the regular classroom teachers and the pupil personnel specialists. The teachers' feeling was that anyone seeing a student only an hour or two a week could not possibly know what the teacher knew; he or she "had him every day." Thus, the perceived effectiveness of the PPS specialists was suspect. This feeling has dissipated with the increased contact and consultation between pupil personnel staff members and classroom teachers.

The stress on consultation has been a natural outgrowth of the PPC meetings. This type of dialogue between PPS staff and teachers not only helps with immediate problems but provides teachers the skills to handle similar problems in the future. In 1976-77, 126 non-EEN referrals were processed at the district level; in 1977-78 the number dropped to 71. This suggests strongly that many of the concerns are now being met at the building level with the consultative support of the PPS staff.

The PPC has helped the various PPS specialty groups themselves become less wary of each other. An unmistakable spirit of cooperation has arisen from these meetings. This year the special education teachers, social workers, psychologists and speech therapists are working on identifying all the formal assessment procedures which they use. Each group is going to refine their repertoire of instruments and then share and explain their content and purpose to the whole PPS staff in an in-service setting. By understanding one another's jargon, the total staff can become more supportive of each others' activities in the schools.

Due partly to PPC involvement, building principals have come to feel more secure in their role as evaluators of school social workers and psychologists. Prior to 1976, these specialists had never been formally evaluated. Principals would say, "I'm just not in a position to know what he/she's really doing in my building or how well she/he's doing it." The Director of Pupil Personnel Services now assesses these specialists with evaluative input from the principals. Via the PPC, principals have developed a much closer working relationship with these specialists. Using a rating check list which defines the job responsibilities and work characteristics of the social worker and psychologist in their schools, the principals feel a definite "demystification" of these positions. In meeting individually with the social workers and psychologists about their evaluations, the principals have also become more aware and understanding of the many day-to-day demands on these specialists.

Pupil Personel Services have become more visible in the local community. Agency personnel now call and ask for the schedule of PPC meetings. Parents are becoming more aware of the process as are private physicians, psychologists and therapists. Our PPS personnel are attending Parent Nights, Hot-Dog Suppers and Orientation Sessions at their schools more regularly than in past years.

The PPS Department as a whole team has been highlighted to a greater extent in our schools. Some principals have begun to refer to their meeting room as the Pupil Services Room, listing all the specialists that work in their building on the door. The term, "testing room," has given way to the "pupil services" room. Nurses, speech therapists, social workers and psychologists are being asked to more faculty social events as teachers begin to see them as integral members of the school staff. Generally, the PPS identity is becoming stronger in the minds of the PPS staff and the faculties they serve.

Individual specialty groups have commented on the benefits of the PPC approach. Nurses who serve the schools on a contractual basis are technically employees of the City's Public Health Nursing Department. The Director of PPS supervises their work in the schools. Since the start of the PPC meetings, the nurses report that they feel more in the educational mainstream and a

part of the PPS team than ever before. Principals are wanting the nurses to be "regulars" at the PPC meetings and not occasionally invited participants. One of the secondary school Learning Disabilities teachers stated that sitting in on PPC meetings saved her many hours of assessment time. Information about James, the boy she was seeing, was reviewed for everyone's benefit in the PPC. This was formerly something which she normally would have had to sift through and synthesize on her own time.

The PPC technique has enhanced dialogue between the school staffs at different grade levels. With the use of what is called a "comprehensive list," a series of transition meetings has been held. These briefing sessions occur between the junior high and ninth-tenth grade PPS specialists and between the ninth-tenth grade specialists and their counterparts at the eleventh-twelfth grade campus. Held at the end of September, transition meetings provide a chance for "senders" to meet with "receivers." Together they systematically review the special needs of all students who have received some form of PPS support at their previous school or may eventually be in need of such at the new school.

The Future

A future goal of the PPC approach is to promote even more participation by classroom teachers and parents. Another goal is to encourage more sharing of skills and ideas between the special education teachers and the school counselors, social workers, and psychologists.

It has been very gratifying to sit in a PPC meeting and watch a problem being resolved or a many-faceted case being examined via the special competencies of a cooperating group of PPS specialists. The idea of dealing with all aspects of the student—social, emotional, intellectual and physical—becomes a reality in the PPC meetings. The establishment of a true, functioning team approach—the coordination, communication, cooperation, and cohesiveness which has been of paramount concern to our school district is being realized through the PPC meetings procedure. Given even more time, the PPC approach implemented in the Neenah school system will undoubtedly become even more effective as a viable means to address the unique needs of students.

Check Your Calendar

June 24-27, 1979	**Annual National Elementary Guidance Conference** Richmond, VA
September 27-29	**Midwest School Social Work Conference** Hyatt House Hotel Hilton Inn Des Moines, IA
October 2-November 13	**Drive-In Conferences (15) on Wisconsin Post-Secondary Planning Programs** Lon Sherman, Chair University of Wisconsin, Whitewater
October 3-5	**Annual Conference** North Central Association for Counselor Education and Supervision The Abbey Lake Geneva
October 25-26	**Fourth Annual Conference** Wisconsin Federation of Pupil Services Telemark Lodge Cable
March 26-30, 1980	**Annual Convention** American Personnel and Guidance Association Atlanta, Georgia

Implications of Cognitive Developmental Theory For Elementary School Counselors

Mark Kipfmueller and **Jeanette Tagatz**

Do any theories provide a framework for school counselors to understand the growth and development of students? The premise of this article is that cognitive developmental theories provide such a framework.

A concern of school guidance programs is to promote and assist the growth and development of students. Sprinthall (1972) states that our schools have been ineffective in achieving these developmental goals of guidance. According to Glanz (1964), guidance and counselor education programs have been based on insufficient theoretical "soil"; in other words, guidance in educational practice has had no adequate basis in theory for a comprehensive theory of guidance doesn't exist. As a result, guidance as a profession has borrowed from a variety of theories in fields other than its own.

Sprinthall (1972) states that guidance, if it is to get away from haphazardly joining a variety of ideologies or movements, needs to establish an adequate theoretical base. He articulates that cognitive developmental theories will provide this framework for guidance.

Cognitive developmental theory, concerned with one's interaction with his/her environment during his/her "life span," explains the developmental or sequential stage reasoning process in terms of one's intellectual, social, ego, and moral domains. Theorists such as Piaget (1952, 1965), Perry (1970), Selman (1975), Loevinger (1970), and Kohlberg (1971a, 1971b) have applied cognitive developmental theory to guidance programs utilizing these various domains.

Basic Assumptions

Cognitive developmental theorists emphasize different domains. There are, however, certain basic theoretical assumptions that are germane to most cognitive developmental theories.

First, cognitive developmental theorists view the individual as a *rational being*. Human beings interpret their environmental experiences in terms of their cognitive levels of reasoning; an individual at different levels of development can interpret the same environmental experience differently, depending on his/her current intellectual stage.

Second, theorists view humans as *active beings*. One has a natural tendency to know, and will actively work to extend his/her knowledge. It is for this reason that an individual interacts with his/her environment, the third basic assumption of cognitive developmental theories.

Thirdly, cognitive developmental theories are *interactional* where it is postulated that both heredity and experience are significant in human development. One is born with certain tendencies; however, these may not develop if the necessary environmental experiences are not provided for or available in one's environment.

The fourth basic assumption is that in cognitive, moral and social development, the individual passes through a series of distinct, sequentially-ordered, invariant stages characterized by higher levels of reasoning. These stages are invariant in that there is no regression to a previous stage once it is passed and one must pass through Stage One before moving into Stage Two, etc.

In the fifth assumption, cognitive developmental theorists postulate that development is stimulated by experiences eliciting cognitive conflict.

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For example, in Kohlberg's interpersonal concordance stage, one's reasoning process is based on actions favored by the peer group. If the use of drugs is favored by the peer group but against societal laws, cognitive conflict occurs if one wants to "obey" societal laws. To resolve this dilemma of the peer group versus societal laws, one no longer can utilize the reasoning of the interpersonal concordance stage but needs to implement the reasoning of the next higher stage, Kohlberg's law and order stage. Without this conflict, an individual would not develop his/her innate tendencies to the fullest. How a person resolves these intellectual dilemmas is dependent on his/her level of cognitive reasoning.

Kohlberg (1971a) was the first theorist to postulate that development is stimulated by presenting constructs from one stage higher than the individual's current level. This sixth assumption implies that one can facilitate development to the next higher stage by presenting dilemmas that utilize constructs from that higher stage in order to resolve the conflict.

A relationship also exists between the various theories in terms of the cognitive-intellectual, social, ego and moral development, even though Piaget, Perry, Selman, Loevinger and Kohlberg have delineated a different number of sequential invariant stages in which the age of onset or completion of each stage differs as shown in Figure 1.

According to Kohlberg (1971b), this relationship is vertical (moving from Stage One to Stage Two, etc.) and horizontal (moving from the cognitive to the social domain, etc.). In the vertical relationship of these theories, Sullivan et al., (1970) state that the individual perceives rules and expectations as being external to one's self. As a person progresses to the next stage, one identifies or equates with the rules and expectations of others, and, finally, the individual is concerned with the well being of others.

In the horizontal relationship, Kohlberg (1971b) postulates that the cognitive intellectual stages develop first, followed by the social perception and moral stages. According to Kohlberg, the cognitive and social stages are easier in nature than the moral stages, for to make a moral judgment of right and wrong is more difficult than to simply see the world at that level. That is, making moral judgments utilizes higher-level critical thinking processes than is required at the same cognitive or social stage of development.

Van den Daele (1968) indicates that the moral and ego domains are significantly related; thus, one may expect the moral stages to be related to ego development. According to Loevinger (1966), moral development is one aspect of the larger area of ego development. However, Kohlberg (1970) feels that ego development as described by Loevinger's ego stages might be a mediator between moral judgment and moral content. That is, "ego" strength may be a bridge between moral judgment and behavior.

Implications

Counselors can apply cognitive developmental theory in the school environment. But educators often ask why intervene or teach something which will develop naturally? Can intervention facilitate developmental concepts?

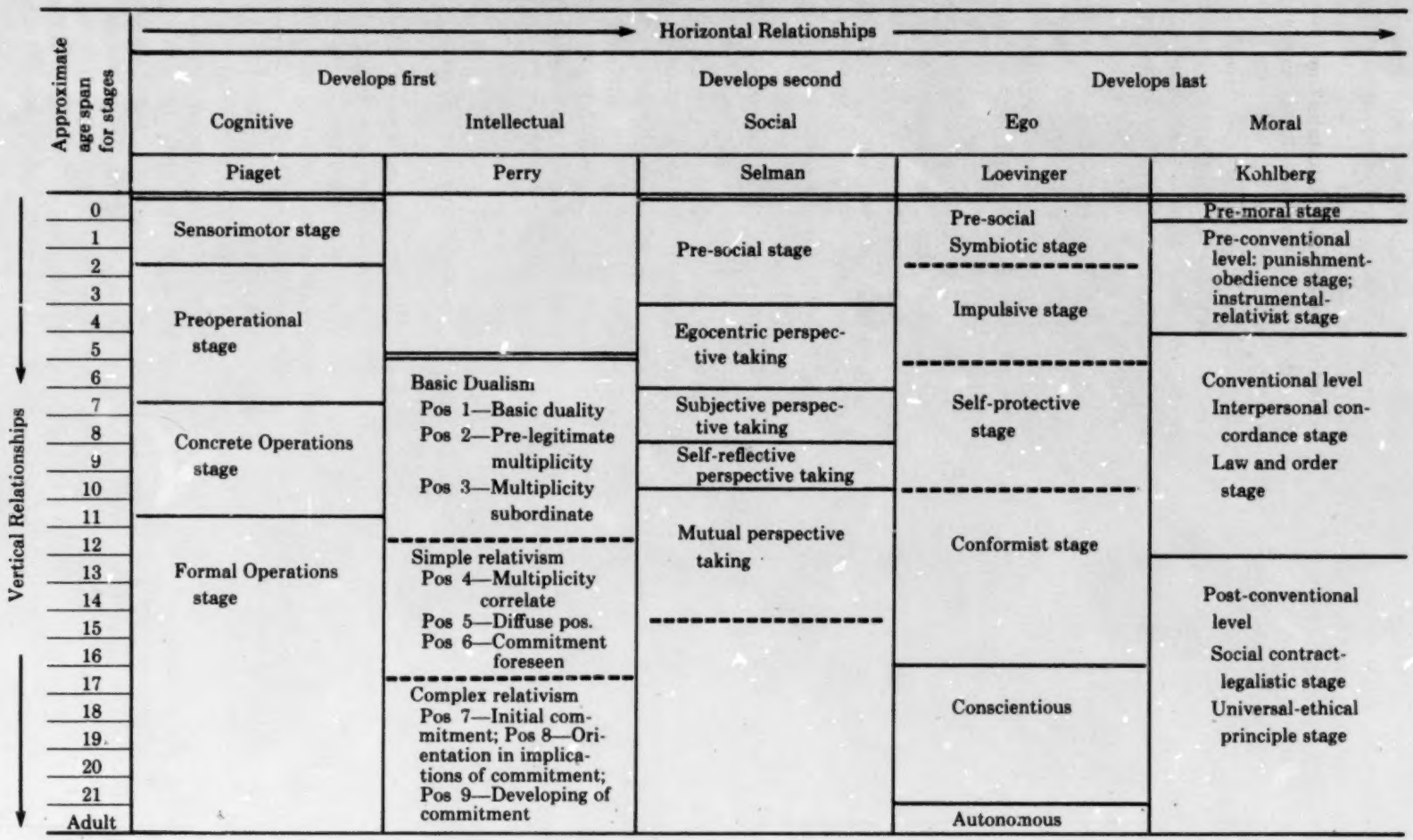
Kohlberg and Mayer (1972) articulate that it is possible for individuals to develop naturally without planned instruction; however, the fact that only one-half of the adult American population reaches Piaget's (1952) stage of formal, operational reasoning indicates that development is not inevitable.

Selman (1975) states that experience is significant in conceptual stage development; the number and kind of experiences one has can have a facilitating effect on arriving at the highest stage consonant with one's abilities. Limited experiences can retard one's developmental growth, causing the individual to fixate at a developmental stage lower than his/her abilities allow. Shertzer and Stone (1976) suggest that one of the purposes of intervention is to facilitate developmental growth in the individual; with such assistance one may realize their potential or maturity.

Widick et al., (1975), Erickson (1975), Mosher and Sprinthall (1970), and Selman (1975) developed cognitive developmental models that would, with planned intervention, advance students' developmental growth in all domains to higher levels of reasoning than would be the case without intervention. These models take the processes of counseling and instruction and integrate them into existing classes in the school environments. In implementing these intervention models, goals are identified, curricula developed, teachers trained, methods of teaching revised, and curricular materials and activities developed for the purpose of facilitating development to

Figure 1

The Vertical and Horizontal Relationships Between Cognitive, Intellectual, Social, Ego, and Moral Domains



Key: - - - Not clear in the literature on stage/age relationship.

—— Approximate age of onset or completion of stage; however, this may vary over a few years.

═══ Age level at which first stage of each theory was identified.

Pos Position

higher levels of reasoning. These intervention models have implications for elementary school counseling in terms of teacher training, peer counseling, individual counseling, group counseling, and counselor training programs.

Teacher training. In the elementary school guidance program, teachers have a significant role in the cognitive developmental intervention process. The models discussed in this article were implemented in existing classrooms, and teachers became an integral part of coordinating class content areas with cognitive developmental counseling. This necessitated the development of programs to train teachers in implementing developmental counseling within the existing classroom structure. This does not mean that teachers have to be experts in cognitive developmental theory; for, as Selman (1975) states, lay teachers can be trained within established classes, utilizing developmental models or by reading prepared manuals describing each cognitive developmental intervention lesson. According to Selman (1975), it is the positive attitude of lay teachers towards cognitive developmental intervention that has a high degree of correlation with success, i.e., lay teachers can be successful as expert teachers in facilitating student developmental growth utilizing the cognitive developmental intervention process. In the teacher training sessions, teachers need to (a) understand the basic principles of cognitive developmental theory that facilitate student growth and (b) identify and create an environment within the classroom that stimulates cognitive development to higher levels of reasoning. The basic principles that one needs to be aware of are the assumptions of cognitive developmental theory and the characteristics of each developmental stage. Once the teacher understands the basic assumptions and stage characteristics, students' developmental stages within a class can be identified, and conditions that stimulate cognitive growth can be provided.

The teacher thus becomes a role taker—a catalytic agent who creates cognitive conflict within the students.The teacher encourages students to reflect on their current level of reasoning, to reflect on the reasoning of others and also encourages students to see how others perceive them. The primary objective is to have students recognize that their current level of reasoning is not adequate to resolve the cognitive conflict, at which time they are encouraged to begin to incorporate the next higher level of reasoning to resolve the conflict that does exist. Also, the teacher's role as a primary role taker is demonstrated in his/her ability to take the perspective of each student in the process of resolving a conflict.

Second, the teacher has to create an environment within the classroom that stimulates cognitive development. Open-ended dilemmas on the appropriate levels and class interests need to be presented. These dilemmas may be based on content areas such as social studies or science, or they may be the result of "real-life" issues in the classroom that need to be resolved. These dilemmas or issues can be resolved in small group peer discussion or total class discussions, depending on the nature of the dilemmas. The teacher needs to establish an atmosphere of trust, respect, fairness, and empathy so that students feel comfortable in sharing their real thoughts. In grouping students for classes of small group peer discussions, the teacher needs to consider the span of developmental stages; a stage span that is too wide may cause one to "fixate" at their current stage. Also, different stages require different group structures to facilitate cognitive growth to higher developmental stages. One does not directly teach each developmental stage, but provides the necessary conditions and materials in which students change their present cognitive structures to assimilate higher levels of reasoning.

Peer counseling. Mosher and Sprinthall's (1970) cognitive developmental model on peer counseling, in which students assumed real and responsible roles in tutoring and counseling, was a significant factor in developmental growth of the various domains. This model was used with high school students. With modifications, it appears the model can be applied in an elementary school guidance program. Peer counseling activities and tutoring would be conducted primarily by older students working with younger students under the supervision of teachers in the classroom. Initially, the school counselor would work as a consultant and resource person in assisting teachers in establishing an environment that is conducive to the developmental growth of both the younger and older students. During this time goals are identified and curriculum materials and activities are developed.

The counselor would conduct periodic in-service seminars with the older students to facilitate their understanding of the younger students' levels of developmental growth. The counselor and teacher would help older students learn teaching strategies to apply with younger students that would foster the development of positive attitudes and growth in the various curricular areas. The older students' responsibilities to their counseling/tutoring commitments would be emphasized and the consequences of not keeping these commitments explored in terms of themselves, the younger students, and the teachers with whom they are working. These seminars can also be used to reflect upon or deal with such issues as: "What did I accomplish?" "What did the child accomplish?" "How did the child feel?" "How did I feel?". On the basis of these reflections, the same teaching strategies can be continued or different strategies and plans explored. To help assess the effectiveness of the peer counseling program, questionnaires may be developed on which student and teacher responses can be recorded.

Individual and group counseling. In individual and group counseling in the elementary schools, intellectual, moral, ego, and social domains of the individual are emphasized. The role of the counselor is to communicate empathic understanding to the students, providing experiences that help students realize their developmental potential or maturity. The counseling intervention process consists of identifying students' levels of reasoning in the various domains. The counselor relates to students on their current levels of reasoning, encouraging them to clarify their structural levels of reasoning by using open-ended dialogue. Once students have clarified their levels or stages of reasoning in terms of the problem or issue being discussed, the counselor begins presenting the problem so that higher levels of reasoning are required (In group counseling sessions in which more than one stage of development is present, students in many instances provide the higher levels of reasoning.). These higher levels of reasoning produce cognitive conflicts in which uncertainties or inadequacies with the present stage of reasoning develop. As students consider and discuss the dilemmas or conflicts, th counselor (a) points out the inconsistencies and inadequacies in their reasoning processes, (b) encourages logical resolution of these inconsistencies or inadequacies, and (c) fosters awareness of the adequacies of the next higher stage of reasoning. Developmental growth occurs when students assimilate higher-level reasoning processes into their present cognitive structure. The goal of the counseling intervention process is to help students develop and understand themselves so they can become self-directing and self-actualizing individuals in a pluralistic society.

Parent counseling can also be used in individual and group counseling programs when implementing the cognitive developmental method in elementary schools. Kohlberg (1970) states that when cognitive conflict challenges the current stages of reasoning, students need time to consider and discuss these conflicts before resolving them. At this point, parents can work with individuals or small groups while students are discussing these issues. However, parent training sessions need to be developed in which parents can learn leadership roles that encourage open discussion of dilemmas as well as when to intervene when digressions from the topic of discussion are not beneficial. These parent counseling sessions should be conducted under the supervision of the counselor. Counselors or trained teachers should continue the counseling sessions to resolve conflicts that require further implementation of the cognitive developmental method.

Counselor training programs. Training programs for counselors need to give them the skills necessary to implement and coordinate developmental counseling programs in elementary schools. Counselors first need to become familiar with the various cognitive development theories and counseling models; they then need to learn to develop goals and programs that integrate counseling and instructional models which facilitate developmental growth in all domains. According to Widick et al., (1975), Erickson (1975), and Mosher and Sprinthall (1970), these curricular models would contain a cognitive or classroom component and a field experience or out-of-classroom component. Kohlberg (1975) also advocates that these curricular models should include a participatory democracy in which "real-life" school issues such as drug abuse can be explored for purposes of arriving at possible resolution.

In order to implement these cognitive developmental curricular models, the counselor needs to learn how to develop effective teacher training programs. It is not uncommon in implementing

new programs that the attitudes of teachers, administrators, and parents may need to be changed; counselors should develop leadership skills that facilitate positive attitudes towards a developmental counseling program.

Closing Remarks

Cognitive developmental theory provides a developmental framework for counseling and guidance which explains the sequential stage reasoning processes of students' intellectual, social, ego and moral domains. Counselors in individual and group counseling can assist students to better understand and reach higher levels of reasoning. Counselors as consultants with teachers can conduct in-service training programs showing teachers how to implement cognitive developmental theories in the classrooms. As consultants to parents, counselors can guide parents to recognize cognitive conflicts within their children whereby parents can encourage their children to discuss and resolve cognitive conflicts and/or dilemmas by utilizing reasoning of the next higher stage.

By having this knowledge of cognitive developmental theories, counselors, teachers and parents can become catalytic agents assisting students to utilize higher levels of reasoning towards becoming more autonomous individuals in society (i.e., students would develop reasoning processes which are consonant with their abilities).

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Resource Material

101 MONEYMAKING IDEAS FOR YOUNG ADULTS 10 TO 18 YEARS OF AGE. Provided in this 80-page booklet are ideas to help young people find summer employment or a money-making project. Included are tips on finding a summer job and filling out a job application. Copies are available at $4.95 each through Rainier Management and Marketing Corporation, 11524 Clovercrest Drive, S.W., Tacoma, WA 98499.

HEALTH HAZARD APPRAISAL: CLUES FOR A HEALTHIER LIFESTYLE. Explained in this 28-page pamphlet are chances you are taking with your life and how you can improve your odds of surviving for the 10-year period ahead. A simplified Health Hazard Appraisal readers can take and score themselves is included. Single copies are available at 50¢, with quantity discounts, from the Public Affairs Committee, 381 Park Avenue, South, New York, NY 10016. Request Public Affairs Pamphlet No. 558.

Schools And The Promotion Of Wellness

Luida Sanders

> Wellness . . . involves the promotion of attitudes, behavior and lifestyles that allow an individual to achieve or sustain appropriate physical, mental and social potential. A wellness . . . (activity) should include the elements of nutrition, fitness, stress reduction and self-responsibility to as appropriate an extent as possible [Wisconsin Department of Health and Social Services].

At the June 12, 1978 meeting of the Commission on Prevention and Wellness (an advisory committee to the Wisconsin Department of Health and Social Services), Vernon E. Wilson, M.D., stated that one of the best systems in our society for the promotion of prevention and wellness is the school system. Dr. Wilson, Vice-President, Vanderbilt University School of Medicine, noted that in the schools you find:

1. All people of the state at an impressionable period of their lives;
2. Geographic coverage of the entire state;
3. Physical facilities which are often unused evenings, weekends, and during school vacations;
4. A transportation system covering the state, also unused most of the day and during vacations; and
5. Intelligent professional staff skilled in the transmission of ideas, concepts and skills.

Many Wisconsin schools have been aware of the opportunities and responsibilities for health promotion over many years. They have provided: (a) physical education, (b) health education classes, and (c) school health nursing services. Too often, however, the emphasis has been placed primarily on physical education activities. Thus, we find many outstanding physical plants—well equipped gyms, swimming pools, and playing fields. Staff members are usually adequate and well trained. Schedules for participation involve all students in the school. More recent emphasis on physical fitness and life-time sports skills is making notable progress. School boards and administrators put a high priority on making up deficiencies in this area.

Health Education Program—A Key to Wellness

State law now mandates a K-12 plan for health education in every district (Wis. Stats. 121.02(2)). This is pursued all too often, unfortunately, with considerably less enthusiasm and with miniscule support for faclities and time and adequate staff in most schools. The question most often asked by school administrators is not how to increase the quantity and quality of health education in the schools but how little can one get away with and still comply with the law. It is not that some teachers are not doing an outstanding job with particular classes but that most often all students even in the same schools are not included in comprehensive health education programs. And in too many other districts, what passes for health education is totally lacking in substance.

School Nursing Services in Promotion of Wellness

When we look at the third aspect of a good wellness promotion program, school nursing services, there is some good news about school health nursing services but also a great deal of bad news. In a 1974 survey, about 140 nurses were reported to be employed in the schools usually in smaller systems serving about one-third of the children of the state. In a 1978 study, Spolum

Ms. Sanders, Retired, was formerly Supervisor of School Health, Wisconsin Department of Public Instruction, Madison.

identified 120 school nurses serving approximately one-fifth (20%) of the state's school-age children. Some school nurses work part-time; some must divide their time among several buildings often miles apart; and a few serve in single buildings. The services these nurses provide go well beyond required "emergency nursing" and annual screening for vision, hearing and other physical defects. School nurses are available for health counseling with students and parents, to help other school staff follow physicians' directions in the case of health problems, to assist the handicapped child adjust to the school situation or to adjust the school to a child's particular needs. The health instruction nurses provide to students and staff is individualized, often given at a time of stress when it is most likely to be learned, and by a respected profession whose competence is almost universally accepted.

What of the other two-thirds of the students of the state who are enrolled in schools which do not employ nurses? Their school health service needs are met more or less well by city and county health agencies. In the larger cities this means a public health nurse who comes to work in most buildings for several hours each week where they provide quite similar services to those of the school-employed nurse. However, smaller cities and rural counties fare less well. Variation here is from a brief daily visit of an hour or so to an hour or less a week or simply being "on call." Services vary as widely as time allotments do; most nurses depending on teacher or administrator referrals, annual screening programs and a yearly talk at teacher orientation. There is almost no time for individualized health promotion which is sometimes dismissed as a responsibility of "the school."

In Search of a Cooperative School Wellness Program

It seems clear that if the schools are to live up to their substantial potential for the promotion of prevention and wellness suggested by Dr. Wilson, there must be a *balanced program* in terms of facilities, qualified staff, and time in all three areas: physical education, health education, and school nursing services. It is like a stool when one leg is longer or shorter than the other two—the whole stool is unbalanced and ineffective. When an attempt is made to use only two uneven legs, or to balance precariously on one, children are short-changed and society is the ultimate loser. The uneven leg is almost always health services of the nurse working in the school, with health education only occasionally implemented or an equal basis with physical education.

State leadership even more than funds (although money would certainly be welcomed!) is the most immediate need in upgrading school health services; and thus, developing comprehensive wellness programs. There has not been a health services consultant in the Wisconsin Department of Public Instruction for almost four years. The State's Division of Health has since the 1940's actively discouraged in-school services and continues to do so. The proposed, "Community Health Services Act," which would revise Wisconsin statutes on local health departments ignores the potential role of the schools entirely.

At the same time, the increasing number of school districts employing school nurses indicates local recognition of their importance and the need for health services within the school. In 1970 there were about 40 school-employed nurses. Today there are, as previously indicated, between 120 and 140 nurses.

It seems that it is time that Wisconsin got its act together. It is time that schools are recognized in a really practical way as vital in the promotion of prevention and wellness, that they (schools) are independent entities not just a community resource to be used on occasion by local public health agencies to reach children, and that they need state leadership as well as tangible support to help in carrying out this vital job.

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International Year Of The Child, 1979

Doris M. Cook

The International Year of the Child, 1979 commemorates the twentieth anniversary of the United Nations Declaration of the Rights of the Child. The UN General Assembly, in its thirty-first session, adopted the resolution establishing the year and the Secretary General requested each member country to observe the anniversary by promoting efforts at the national, state and community levels to provide lasting improvements in the well-being of children.

Major goals of the International Year of the Child are to encourage all countries to review their programs for the promotion of the well-being of children; to heighten the awareness of children's special needs among decision-makers; and to recognize the vital link between programs for children and economic and social progress. To date over 100 member countries have committed themselves to participate.

President Carter established a National Commission to direct the United States participation. Mrs. Jean Young was appointed coordinator. The Commission includes private citizens, two Senators and two Congresswomen. The Senators, Charles Mathias (R. Maryland) and John Culver (D. Iowa), were appointed by the President of the Senate. The two Congresswomen, Virginia Dodd Smith (R. Nebraska) and Gladys Noon Spellman (D. Maryland), were appointed by the Speaker of the House.

Every child has the right

- to affection, love, and understanding. . .
- to an opportunity to develop physically, mentally, and morally in freedom and dignity. . .
- to a name and nationality. . .
- to free education. . .
- to adequate nutrition, housing, medical care and recreation. . .
- to special care, if handicapped. . .
- to be among the first to receive relief in times of disaster. . .
- to be brought up in a spirit of peace and universal brotherhood. . .
- to protection against neglect, cruelty, and exploitation. . .
- to enjoy its rights, regardless of race, colour, sex, religion, national, or social origin.

UN Declaration of the Rights of the Child, 1959

Specifically, the United States Commission is charged with identifying and simulating activities to meet the needs of children and is expected to: promote an awareness of the needs of children, encourage organizations to fund projects to meet these needs and to help provide visibility for those activities; act as a catalyst, bringing together groups with similar concerns, relating to children, and helping them to initiate specific steps to improve the lives of children in the areas of their concerns; initiate, coordinate, sponsor or oversee those projects, events and analysis the Commissioners feel are appropriate to the observance of the International Year of the Child; and examine the special needs of children in the United States, giving special attention to health, education, social environment, physical and emotional development and legal rights.

For International Year of the Child materials, including the official logo, write IYC Secretary, UNICEF, 866 United Nations Plaza, New York, NY 10017. The original resolution was published in the Volume 16, No. 2 (Spring 1978) issue of *Guidelines for Pupil Services.*

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STAFF NEWS, ET CETERA

CATHERINE STEHLY
NEW INSTRUCTIONAL SERVICES DIVISION HEAD

Dr. Catherine L. Stehly has been appointed WDPI Assistant State Superintendent for Instructional Services. She succeeds Robert C. Van Raalte who retired in February 1979. As Division Head, Dr. Stehly is responsible for programs in teacher education and certification, pupil services, career and vocational education, community education, Indian and bilingual education, the Right-to-Read program, innovations, and instructional development in classroom subjects.

Dr. Stehly was formerly Assistant to Minnesota's Commissioner of Education. She holds an Ed.D. in educational administration from the University of Minnesota and earned her M.A. at the University of Notre Dame and B.A. at the College of St. Catherine. Dr. Stehly has also served as a consultant for the Minnesota Department of Education and is an instructor and administrator at high schools in Minnesota and North Dakota.

In one of her first official actions following her appointment as Assistant State Superintendent, Dr. Stehly requested the upgrading of WDPI's Pupil Services Section to Bureau status. She has indicated a strong interest in the importance of comprehensive pupil services programs in the schools.

* * * * *

NEW MONOGRAPH PUBLISHED ON PUPIL SERVICES

The newest publication of the Pupil Services Section, *A Pupil Services Model for the State of Wisconsin*, was released in March 1979. Produced in cooperation with the Wisconsin Council of Administrators of Pupil Services, the monograph focuses on the major goals, functions and organizational patterns for the delivery of comprehensive pupil services programs.

Each district administrator has been sent a copy of the monograph. Additional copies are available on a very limited basis. It will not be possible, however, to fill requests for multiple copies without written justification.

It is hoped that publication of this monograph will stimulate pupil services program refinement and development in Wisconsin schools. Dr. Gary Ludvigson, Director of Pupil Services, Reedsburg is the monograph editor and Dr. William Erpenbach, WDPI Supervisor for Counseling and Guidance Services, serves as series editor for the monographs.

* * * * *

UW-Madison Releases New Publication—
Preparation for College

The University of Wisconsin, Madison has recently announced the publication of a unique booklet for prospective students. The purpose of this very unique publication is to give an insight into something that a university catalog usually does not describe in detail: the skills expected and needed to attain one's educational goals. What kind of writing and how much writing will students be expected to do? To what extent will they depend on their note-taking abilities? What kinds of mathematical prowess will they need? What does a typical university test look like? A term paper? How should oral reports be organized and given? The booklet also suggests that the skills needed in college are basically an extension of the skills a student is already learning in high school.

Although the booklet has been sent to approximately 12,000 high school teachers and counselors in Wisconsin and elsewhere, it is addressed through them to their university-bound students. Some parts are written more for the educator, some more for the student, but they are meant to be complementary; for reading, discussion, and practical application by both the educator and the student.

To avoid overgeneralization and oversimplification and to convey some of the variety of the University's offerings, the booklet proceeds rather rapidly from general statements about basic skills to their application in three main academic areas: the humanities, the social studies, and the sciences. The main portion of the booklet, the Resource Manual, is devoted to specific examples of work at the University of Wisconsin-Madison. Most of these examples are from courses and programs which students are likely to encounter in their first and second years; some are from higher level courses—to indicate the continuing concern with these skills as a student progresses through the University. There was little attempt to be eclectic either in the description of the academic areas or in the selection of examples: both were prepared by faculty members in these areas and represent their opinion about what is important and instructive for students who may some day be theirs.

Timetable for College Bound Youth—
A Critique

John Mulroy

An article, "A Timetable for College Bound Youth," appeared in the Fall 1978 *Occupational Outlook Quarterly*. The article appears on page 32 of the *Quarterly* and is taken from a report provided by the Educational Opportunity Center, Washington, D.C. Several erroneous statements are made in this article including:

1. The authors indicate that students should register for the SAT and achievement tests during their junior year and then go on to state that students should "learn which tests are required and take them" during October and November of the senior year. Students should learn which tests are required *before* they register for them and not vice versa.
2. The authors state that students should "take college board achievement tests, if required" during March of their senior year. This is inconsistent with the author's statement above that students register for achievement testing during the junior year. It is inconsistent because students take the tests shortly after they register for them and not 6 to 12 months later. Furthermore, achievement tests were not even offered in 1979 during the March testing date.
3. The authors mention only the SAT and not the ACT. This is a form of discrimination.
4. The Parents Confidential Statement was replaced by the Financial Aid Form at least two years ago.
5. The Financial Aid Form is to be completed after January 1 of the senior year, not during the summer before the senior year. These forms are not even available until October or November.

The serious nature of the misinformation provided in this article must be of concern to school counselors. The lesson to be learned, perhaps, is one of paying very close attention to the accuracy and completeness of information given to students.

Dr. Mulroy is Head School Counselor, Armstrong Campus, Neenah, Wisconsin High School.

Series of Drive-In Conferences on Post-Secondary Education Opportunities Announced

A unique series of statewide drive-in conferences about post-secondary education opportunities in Wisconsin has recently been announced. The conferences have been designed to provide timely information for school counselors, students, parents and other interested persons including adults considering entering or re-entering post-secondary education. Information on the conferences was also sent to all Wisconsin school district administrators and counselors in March 1979.

Presentations will be made at each conference site by approximately 75 representatives discussing opportunities in post-secondary educational institutions including university, college, vocational-technical, trade and the military. Each conference will also include information about financial assistance presented by the Wisconsin Association of Student Financial Aid Administrators. In addition to general information and opportunities for career counseling, the conference format will include representation from and information about related organizations such as the state's Higher Educational Aids Board, American College Testing program, College Scholarship Services, etc.

Each conference will be scheduled from 10:00 a.m. to 4:00 p.m. *and* from 6:00 p.m. to 9:00 p.m. Schools are encouraged to plan "college fair days" etc., and bring large groups of students and parents to the drive-in sites. The dates and sites of each drive-in conference are listed below.

Dates and Sites

October 2	Northland College—Ashland
October 3	Nicolet College—Rhinelander
October 9	Indianhead Technical/UW-Barron—Rice Lake
October 10	UW-Eau Claire—Eau Claire
October 11	UW-Stevens Point—Stevens Point
October 16	UW-Oshkosh—Oshkosh
October 17	UW-Green Bay—Green Bay
October 18	Lakeshore Technical—Cleveland
October 30	Viterbo College—LaCrosse
October 31	UW-Baraboo—Baraboo
November 1	UW-Fond du Lac—Fond du Lac
November 6	UW-Richland—Richland Center
November 7	Edgewood College—Madison
November 8	Blackhawk Technical—Janesville
November 13	Carthage College—Kenosha

Resource Material

MARSHFIELD COMPREHENSIVE CHILD CARE CENTER. Presented in this attractive brochure is information about the Marshfield, Wisconsin Comprehensive Child Care Center. Established in 1974, the Center has become the coordination unit of many unique programs and specialty clinics serving children with exceptional health and educational needs from birth through age 21. Tours of the Center or scheduling for personal presentations in a local community can be arranged through a toll free telephone call (800/472-2337). Copies of the brochure may be obtained on request to the Marshfield Clinic, 1000 N. Oak Avenue, Marshfield, WI 54449.

THE DIRECTORY OF COUNSELING SERVICES. Published annually by the International Association of Counseling Services (IACS), this directory includes counseling services of the Association's accredited centers and agencies, giving current facts about the types of counseling offered, the clientele served, hours, fees, director and staff. Single copies are free to IACS members or $4.50 each (prepaid) for non-members on request to IACS, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041.

BOARDING SCHOOLS 1979. This 72-page booklet has been prepared to provide students, parents and counselors with information about American boarding schools and to aid in the application process to same. Included are brief descriptions of 192 schools. Readers are encouraged to acquaint themselves with the broad range of opportunities available in independent boarding schools by reviewing directories described in the booklet and contacting the schools directly. Copies of the publication are available without charge from Boarding Schools, 4 Liberty Square, Boston, Massachusetts 02109.

3800-3J92518-79

GUIDELINES FOR AUTHORS

Invited for publication in *Guidelines for Pupil Services* are manuscripts directed to the common interests of pupil services workers in schools. Especially welcome is stimulating writing dealing with (1) discussions of current professional issues; (2) descriptions of new techniques or innovative practices and programs; and (3) research reports of unusual significance to practitioners. Dialogues, poems, and brief descriptions of new practices and programs will also be considered.

Manuscript Preparation

Manuscripts to be considered for publication in any issue of *Guidelines for Pupil Services* should:

- be submitted in duplicate (original and one clear copy).
- be typewritten, double-spaced. All references, footnotes, and direct quotations should be checked carefully for accuracy.
- include a capsule statement of 100 words or less. The statement should express the central idea of the article in nontechnical language and should engage the reader's interest. Use an informal style.
- follow the Publication Manual of the American Psychological Association for style of references and footnotes. The manual may be purchased from APA, 1200 - 17th Street, N.W., Washington, D.C. 20036.
- be accompanied by a complete identification of all authors. Be sure to include title and position, as well as present location.

be well-organized and concise so that the development of ideas is logical and the implications for practice are clear. Do not submit a manuscript that is under consideration by another periodical.

Types of Manuscripts

Articles. Manuscripts should not exceed 3,500 words (approximately 15 pages of typewritten copy, double-spaced) and preferably less.

Field Practices. Manuscripts should be kept under 2,500 words. They should briefly report on or describe new practices, programs and techniques.

Dialogues. Dialogues should take the form of verbatim interchange among two or more people, either oral or by correspondence. Photographs of participants are requested when a dialogue is submitted. Dialogues should be approximately the same length as articles.

Poems. Poems should have specific reference to or implications for the work of pupil personnel services workers.

Book Reviews. Reviews will be published for books written by those individuals concerned with and engaged in the pupil services disciplines in Wisconsin.

Manuscript Submission

Send manuscripts directly to Editor, *Guidelines for Pupil Services,* Pupil Services Section, Department of Public Instruction, Madison, Wisconsin 53702.

Our format makes it possible for us to publish photographs in issues of the journal. Do not hesitate to include any photographs that you feel are pertinent to or illustrative of your material.

Manuscripts will be acknowledged upon receipt. Following preliminary review by the editor, they will be sent to members of the editorial board. Generally two to three months may elapse between acknowledgement of receipt of a manuscript and notification concerning its disposition. Of course, additional time will elapse between acceptance of the article and its appearance in print.